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ABSTRACT

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need in order to integrate the teaching and reinforcement of basic skills into their regular vocational instruction. The purpose of the module is to help the educator assist students in improving their survival skills. The information and practice activities are designed to give the teacher skill in providing students with information about survival using a variety of means, teaching students specific survival techniques, and acting as a role model by setting a good example of survival skill use for the students. Introductory material provides terminal and enabling objectives, a list of resources, and general information. The main portion of the module includes two learning experiences based on the enabling objectives. Each learning experience presents learning activities with information sheets, case studies, and checklists. Optional activities are provided. Completion of these two learning experiences should lead to achievement of the terminal objective presented in the third and final learning experience. The latter provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED252740

Assist Students in Improving Their Survival Skills

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Category M—Assisting Students in Improving Their Basic Skills—are designed to enable vocational teachers and other occupational trainers to integrate the teaching and reinforcement of basic skills into their regular vocational instruction. The modules are based upon 85 teacher competencies identified as essential for vocational teachers to teach and to reinforce basic communication, computation, and employment skills as part of the ongoing occupational education program.

Many individuals and institutions have contributed to the research, development, testing, and revision of these significant training materials. Appreciation is extended to the following individuals who, as members of the DACUM analysis panel, assisted National Center staff in the identification of the teacher competency statements upon which this category of modules is based: Milton Arnold, Lewis Cain, William Chandler, Jim Frazier, Jackie Marshall, Teresa Paige, Thomas Peterson, Marie Schernitz, and Nancy Underwood.

Field testing of the materials was carried out with the assistance of field-site coordinators, teacher educators, students, directors of staff development, and others at the following institutions: University of Alabama-Birmingham; Albuquerque Technical-Vocational Institute, New Mexico; University of Central Florida; Dupage Area Vocational Education Authority, Wisconsin; Holland College, P.E.I., Canada; Seminole Community College, Florida; University of Southern Maine; and Temple University, Pennsylvania.

Special recognition for major individual roles in the development of these materials is extended to the following National Center Staff: Lucille Campbell-Thrane, Associate Director, Development Division, and James B. Hamilton, Program Director, for leadership and direction of the project; Lois G. Harrington and Michael E. Wonacott, Program Associates, for module quality control; Cheryl M. Lowry, Research Specialist, for developing illustration specifications; Barbara Shea for art work; Adonia Simandjuntak, Graduate Research Associate, for assistance in field-test data summarization; and Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of the materials following field testing.

Special recognition is also extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Donna Pritchett for module layout, design, and final art work, and to George W. Smith, Jr. for supervision of the module production process.

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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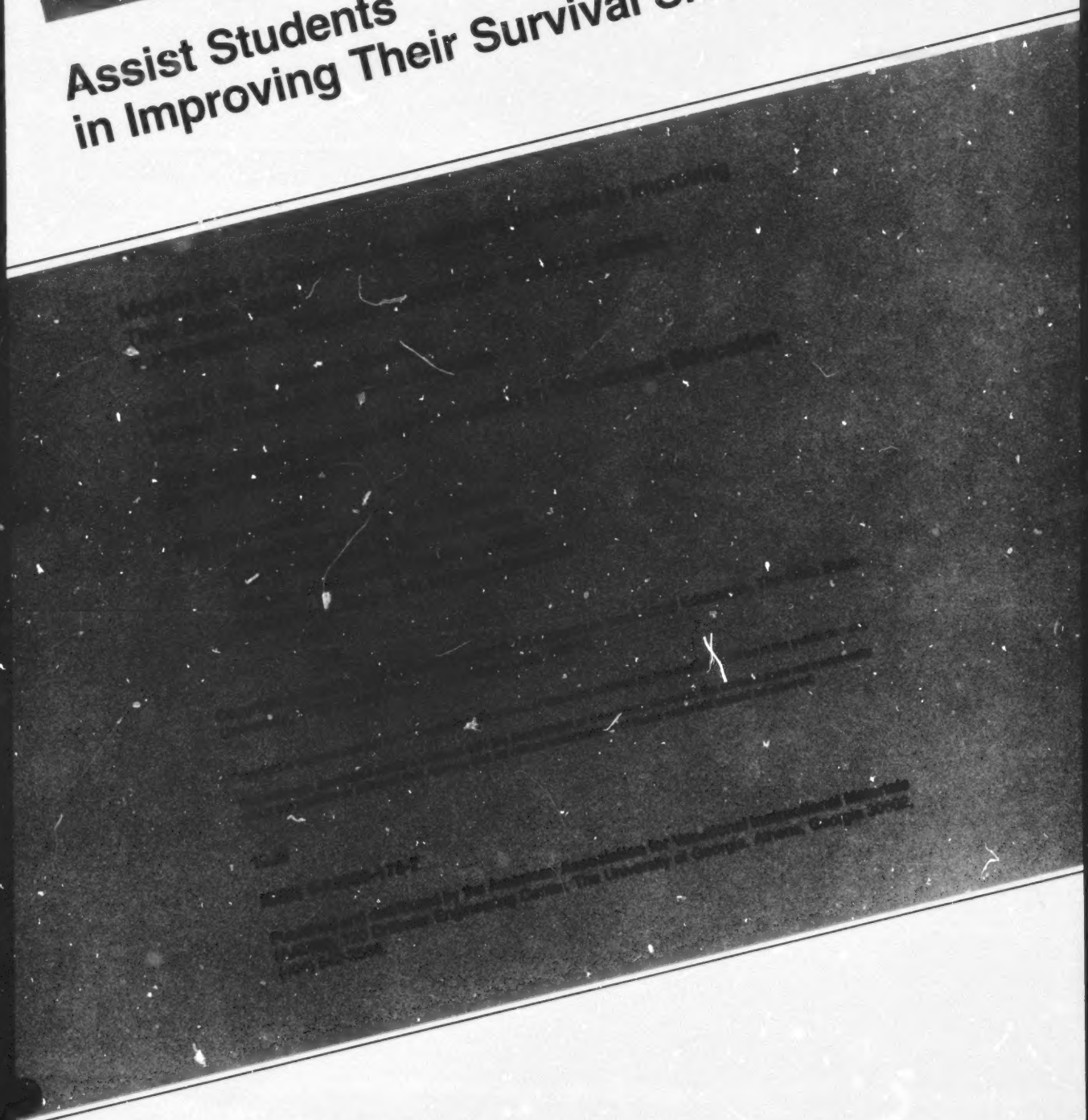
The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

MODULE
M-6

Assist Students in Improving Their Survival Skills



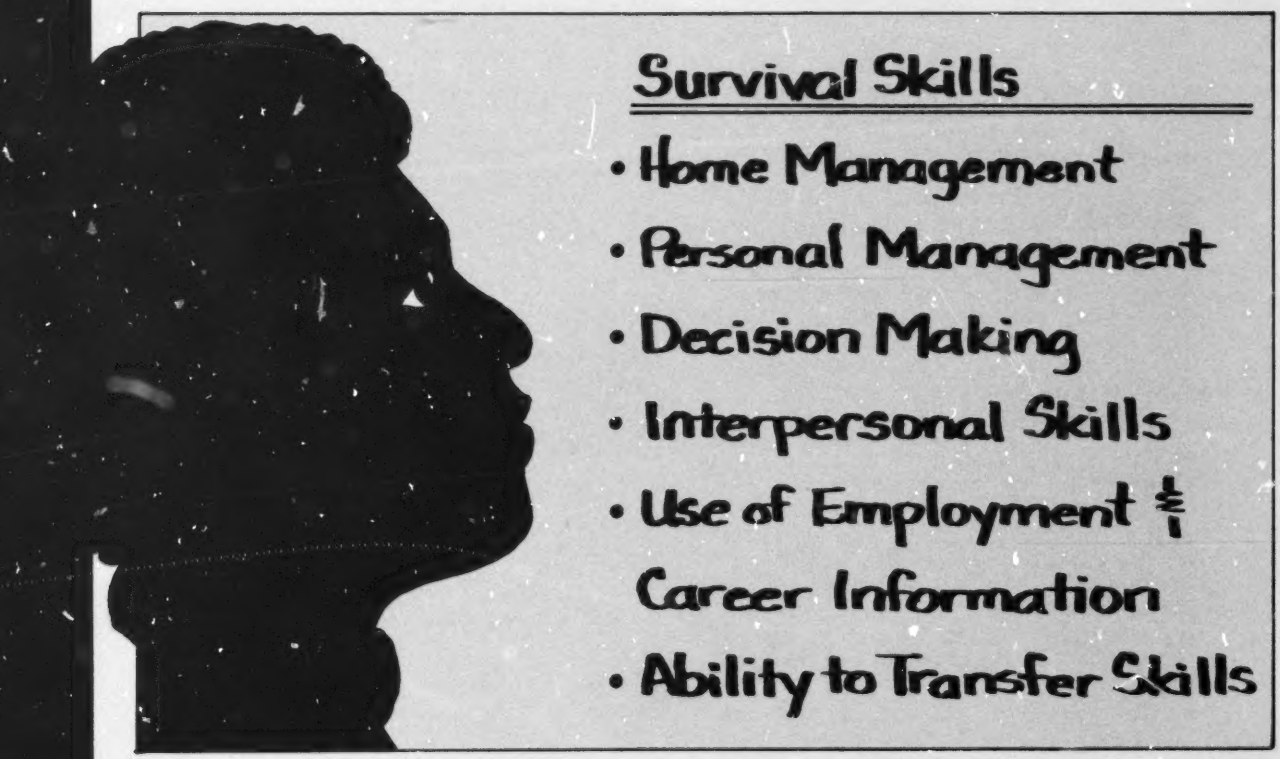
INTRODUCTION

As a vocational-technical teacher, you may observe students in your classroom or laboratory who have difficulty in managing their time, relating to others, or planning for their own futures. These and other students may need survival skills. Functioning in the classroom, as well as in independent adult living, requires the use of many skills—home management, personal management, decision making, career planning, interpersonal relations, and the transfer of skills from one area of life to another.

Admittedly, your main professional goal is to prepare your students for employability by transmitting the knowledge, skills, and attitudes they will need for success in the work world. But one part of employability is the ability to function as an adult. Thus, assisting students in improving their survival skills is also an appropriate part of your teaching role.

As part of your instructional program, you can—and should—assist students who need help in gaining one or more of these basic skills. Students will benefit in their ability to cope better with current classroom and lab responsibilities, and you will have the satisfaction of knowing that your efforts can have a far-reaching impact. People need survival skills to meet the demands of the many roles they may face, including those of parent, spouse, worker, and student.

This module will help you assist students in improving their survival skills. The information and practice activities are designed to give you skill in providing students with information about survival using a variety of means, teaching students specific survival techniques, and acting as a role model by setting a good example of survival skill use for your students.



ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, assist students in improving their survival skills. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 33–34 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, critique the performance of the teachers described in given case studies in helping students improve their survival skills (*Learning Experience I*).
2. Using your own occupational content, develop (or adapt) a lesson plan designed to teach time management skills (*Learning Experience II*).

Prerequisites

The modules in Category A are **not** designed for the prospective teacher with no prior training and/or experience. They assume that you have achieved a minimal level of **content knowledge** in your occupational specialty and **skill** in the core teacher competencies of instructional planning, execution, and evaluation. They then build on or expand that knowledge and skill level, specifically in terms of assisting students in improving their basic skills.

Resources

A list of the outside resources that supplement those contained within this module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Lakein, Alan. *How to Get Control of Your Time and Life.* New York, NY: New American Library, 1974.

Reference: Alberti, Robert E., and Emmons, Michael L. *Stand Up, Speak Out, Talk Back!* New York, NY: Pocket Books, 1975.

Reference: Woolfolk, Robert L., and Richardson, Frank C. *Stress, Sanity, and Survival.* New York, NY: New American Library, 1979.

Reference: Simon, Sidney B.; Howe, Leland W.; and Kirschenbaum, Howard. *Values Clarification.* New York, NY: Hart Publishing, 1972.

Reference: Ellis, Albert, and Harper, Robert A. *A New Guide to Rational Living.* North Hollywood, CA: Wilshire Books, 1979.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual teaching situation in which you can assist students in improving their survival skills.

A resource person to assess your competency in assisting students in improving their survival skills.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW

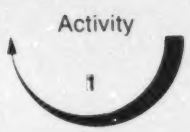
After completing the required reading, critique the performance of the teachers described in given case studies in helping students improve their survival skills.

You will be reading the information sheet, Survival: A Basic Skill, pp. 6–19.

You may wish to read one or more of the following supplementary references: Lakein, *How to Get Control of Your Time and Your Life*; Alberti and Emmons, *Stand Up, Speak Out, Talk Back!*; Woolfolk and Richardson, *Stress, Sanity, and Survival*; Simon et al., *Values Clarification*; and/or Ellis and Harper, *A New Guide to Rational Living*.

You will be reading the Case Studies, pp. 21–23, and critiquing the performance of the teachers described.

You will be evaluating your competency in critiquing the teachers' performance in helping students improve their survival skills by comparing your completed critiques with the Model Critiques, pp. 25–26.



As adults or soon-to-be adults, your students may act in many roles—those of parent, spouse, breadwinner, and probably many others. For information on how you can help your students improve their survival skills and function successfully in these multiple adult roles, read the following information sheet.

SURVIVAL: A BASIC SKILL

Survival is the continuation of life. For example, people survive illnesses—they become sick, perhaps seriously, but they get better. They might survive automobile accidents, war wounds, or fights on the street. They could survive a tornado, an earthquake, or stepping in quicksand.

Survival is not limited, however, just to the continuation of physical life. People can also survive divorce or separation, dismissal from their jobs, or cross-country moves. They can survive a boring lecture, an unpleasant interview, or a hectic day. Survival, in this sense, refers to the continuation of independent daily life as an adult. To survive, then, can mean to continue to function successfully in the multiple roles of adult life—**to cope.**

For example, adults need to **cope with change** to survive. Change is, in fact, an inevitable part of life. Children grow up, becoming adolescents and adults. Students become workers and, perhaps, spouses. Spouses may become parents. Relationships with spouses, friends, relatives, or co-workers can change, or these people can move away or die. It is hard to imagine any part of personal life that is immune to change.

Change is also part of professional life. A worker may advance to a new position or get a new job with a different employer. A new supervisor can arrive on the job, new technology can change the work routine completely, and retirement or termination can end or interrupt a professional career.

Change can, of course, be difficult to cope with. It often means the loss of people and things that matter and the uncertainty of facing unknown or different people and things: What will life be like as a worker, a spouse, or a parent? What will the new supervisor be like? What will it be like to use the new machinery being installed? Will a new job or a new city bring new friends? Will retirement mean an endless string of empty days to fill? And if a spouse dies—what then?

Just as people must cope with change, they also must face the need to **make decisions.** What career to train for, what job to take, whether or not to marry and whom to marry, where and how to live, what to do when problems arise—for all these questions and many others, there could be dozens of possible answers. To answer each, a decision must be made.

Making a decision is sometimes easy. It doesn't take much thought, for example, for a person to decide against a career in child care if he or she doesn't like children. Likewise, deciding where to live can be a fairly simple matter for a person who doesn't have a car and, consequently, must walk to work.

At other times, however, decisions can be extremely difficult. What if a person gets two job offers at the same time—how does he or she decide which one to take. Each might have advantages and disadvantages. Is there a right way to weigh all the factors of each offer and decide which will be the better in the long run?

Finally, adults almost always need to **cope with multiple roles and responsibilities** in their lives. At the very least, everyone who works has two lives to live, so to speak—a personal life and a professional life. Balancing the two roles, with their possibly conflicting demands, can be difficult.

What happens, for instance, when a supervisor needs a particular worker to stay late to get some urgent work done, but the worker has important plans of his/her own for the evening? What should be done when a company policy requires workers to do something that a worker personally considers to be unethical. For example, what if policy requires him or her to overbook reservations and he/she thinks that doing so is unfair to customers?

Skills for Survival

The person who can cope with change, make decisions, and balance the multiple roles of his or her life stands a better chance of surviving as an independent, functioning person than one who cannot. One means of coping with these aspects of adult life is to use survival skills—skills that can help a person to make the decisions that are a part of adult life; to meet and accept change; and to balance the diverse responsibilities of being an adult. Consider, for example, the following situations:

- Andrea loves her job but hates her supervisor. She is doing exactly the kind of work she likes, in pleasant surroundings, with excellent pay and every chance for advancement. Everything is perfect—except that the supervisor is impossible to get along with. No matter what Andrea does, it's never enough, never good enough, never fast enough. Andrea knows that if she can just hang in there, she'll get a promotion into a different unit. But she doesn't know how much longer she can survive this impossible supervisor. She's in a dilemma. What should she do?
- Hans is in a bind—he can't seem to find time in the day for both work and himself, not to mention family and friends. He is committed and conscientious, so he works long hours, often bringing work home. When it's finally time to relax in the evening, he finds he's too tired to enjoy himself or the company of others. Friends and relatives have begun to call to make sure he hasn't moved out of town. Hans truly enjoys his work, but he wonders whether he can survive this much longer. Is there any way out?

The way out of either situation is to use survival skills. There are particular skills that can help an individual function successfully in these situations. For example:

- To help herself out of the dilemma of the impossible supervisor, Andrea might begin by clarifying her values concerning the situation: What is really most important to her—staying in the job she likes or getting away from the supervisor that drives her crazy? Perhaps she needs to make a decision—either to stay with the job as it is or to find a new one.

  Last, she would need to set a goal to carry out her decision. Her goal could be to learn to get along with the villainous supervisor, or it could be to find a new job within three months. In the meantime, whatever she does, she could use the help of some stress management techniques to reduce the effect of this obviously stressful situation.
- To deal with the problem of too little time, Hans might consider using some time management techniques. Perhaps he doesn't manage his time well and could, in fact, work more quickly and efficiently. Or, maybe he works extra hours because he needs the money. If so, developing personal financial skills or becoming a more knowledgeable consumer might help Hans to reduce his expenses.

  Hans could also examine his values—is work so important that it deserves all this time? Hans might even examine his nutrition habits. If he doesn't eat properly, that may be why he doesn't have the energy to enjoy himself after work.

As vocational-technical students preparing for the multiple roles and responsibilities of working adults, your students need these and other survival skills. They need to be able to cope with change, make decisions, and otherwise deal with their personal and professional roles. The following are areas in which your students need to have survival skills:

- Home management (e.g., consumerism, financial management, balancing home/work responsibilities)
- Personal management (e.g., time management, stress management, personal hygiene, nutrition)
- Decision making, including values clarification and goal setting
- Interpersonal skills (e.g., assertiveness, use of support systems)
- Use of employment and career information
- Ability to transfer skills (e.g., safety practices, use of information resources)

Your Role

Why should you be concerned with your students' survival skills? As a vocational-technical instructor, your ultimate goal is to help students become **employable** in their chosen occupations. However, preparing students for employability involves more than ensuring that they have specific technical knowledge and skills.

Technical knowledge and skills are vital, of course. But a truly capable, productive, and satisfied worker is one who has the attitudes, skills, and personal qualities—the survival skills—that enable him or her to cope, on or off the job, with whatever situations arise. Helping your students to develop such skills is part of your responsibility in preparing the **whole** worker, not just developing the worker's ability to apply specific technical skills.

You probably already help your students in this way to some extent—for example, helping them to understand the value of work and the importance of promptness on the job. Depending on your program area, you may emphasize other kinds of survival skills as well.

Interpersonal skills are an important part of many occupational programs—for example, customer service and courtesy in marketing and distributive education, and chairside manner in dental assistant training. Financial skills—budgeting, purchasing, and so on—are a standard part of many other programs. In almost any specialty area, students and workers locate relevant information using standard reference books or other means.

But such occupationally specific emphases are not really sufficient. Additional survival skills—important to workers regardless of their occupational area—are also required. For example, many jobs include responsibility for making frequent decisions. Most supervisors value workers who can set their own goals and take action to achieve them. Good safety habits are always required and appreciated by supervisors and co-workers alike.

Knowledge and skill in career planning can help ensure that students will be happy—and able to advance—in the occupational area of their choice. Managing time or stress effectively can allow workers to function under pressure or in unpleasant circumstances, if necessary. Appropriate nutrition habits can contribute to health and productivity. Interpersonal skills allow workers (whether or not their work involves contact with clients or customers) to develop friendly and constructive relationships with others, at home or on the job.

A worker who has and uses skills such as these is more likely to be able to maintain a healthy outlook and a good balance in his/her life roles. Such a person usually can do a better job of devoting time and attention to the job at hand.

Even though many of your students are now or soon will be adults functioning in multiple roles, they may not have all the survival skills they need. Some students may manage their time or their finances poorly. Others may lack understanding of their own values. Still others may lack skill in making decisions or setting goals.

You can take action—as part of your normal instruction—to assist students in improving their survival skills in the following ways:

- Provide information that students will need. This might be information they could use in their personal lives or in the world of work.
- Teach specific survival skills that students can use in situations they will encounter.
- Set an example for your students. Show them by your own words and actions how survival skills can help them in their daily lives.

Provide Information

To function in multiple adult roles, students need to have information at their disposal. They may need information on elements of independent daily living (e.g., hygiene, nutrition, personal finances, tenant rights, legal aid, and consumerism). They may also need information relevant to their work and careers (e.g., legal rights and responsibilities of workers). You can help your students, then, by providing information that is pertinent to their various adult roles.

Any information you provide to your students should be **accurate** and **up to date.** You may not have all the information you need on hand. You may know little, for example, about stress management. Furthermore, you may not have the time or expertise to develop print and audiovisual materials to convey this information to your students. You should therefore consult **reliable sources** to obtain this information. The best strategy would be to collect materials from professionals or organizations with the necessary information and expertise.

For example, the school nurse, campus health services, or your own physician might provide brochures or pamphlets on nutrition or hygiene. Many trade associations have free materials on employment and careers. Various service agencies and volunteer organizations might provide materials as well.

You might also consult other teachers (e.g., a home economics instructor who has a clear, readable information sheet on basic nutrition) to obtain copies of materials they use with their students. You might start a file of articles clipped from magazines and newspapers for students to refer to. Finally, your school or college library might have or might order materials appropriate for your students' use.

In all probability, you will **not** be conducting formal, planned survival skills instruction. Rather, you can usually give your students information informally, in response to specific situations as they arise. You might do this by organizing a classroom resource center or by departing briefly from your planned lesson to provide related information. Occasionally, a planned activity may be used to provide information to individual students or to the entire class.

The resource center. A resource center need not be sophisticated or complex. It can simply be a location in your classroom or laboratory where you can put materials for students to use. A table, bulletin board, file cabinet, shelves—whatever equipment you have available—will fill the need.

You may already maintain a resource center, especially if your program is competency-based. If so, you can simply add materials concerning survival skills to it. If not, you can and should set one up. Resource centers are useful for providing related materials on any topic you may be covering with your students.

Once you have stocked your resource center with pertinent materials, you will find that it is a convenient way of providing information. You may notice, for example, that a particular student manages his time poorly in laboratory practice sessions. As you circulate through the lab, you could point out to the student that he could work more efficiently by using some time management techniques. You could, then, refer him to materials in the resource center that provide information on these skills.

Or, you might be having a class discussion on careers, when a student asks how she should go about deciding which job offer to accept if she receives two at the same time. You could tell her briefly that there are some simple decision-making steps to go through and then refer her to materials on decision making in the resource center.

The advantage of the resource center is that it allows you to provide information to students without using a lot of time you had planned for other purposes. Students can get the materials and use them on their own time. They can always come to you if they have questions or would like further information.

You should make it clear to your students that the resource center is there for their use. They should feel free to browse through the materials stored there and to take any that they find interesting or relevant to their concerns. You might want to use a check-out system—for example, students could simply list their names, the materials they have taken, and the dates when taken and returned.

The brief departure. Another useful means of providing information on survival skills is to depart briefly from your planned instruction when the need arises. You can use this technique to provide information to individual students or to your entire class.

You might, for instance, be working with a student during a laboratory practice session and observe that she does not know how to locate information in the operating manual for the machine she is using. It would be simple and logical for you to take a moment to show her how to use this type of manual to get the information she needs.

Or, this same student might not know the meaning of a word in the manual. Again, you could take the opportunity to ensure that she knows how to use another reference book—the dictionary. You could have her look up the word in a dictionary, showing her how to do so if necessary. In this way, your student will have gained some skill in dictionary use that could be useful on many occasions.

Likewise, you might be presenting a unit on budgeting to your entire class, when a student asks whether your budgeting procedures could be used to set up a personal budget. At this point, you could depart briefly from your planned presentation, pointing out how the students could plan their own personal budgets using the same procedures. You might also refer interested students to relevant materials in the resource center.

Providing information to the entire class is appropriate when the information is of use and of interest to all or many of your students. When only one student shows a need for the information, you can provide it to that student alone. For example, information on nutrition might be appropriate for all students. Explaining where to locate information on a specific kind of diet might be of interest only to a particular student.

Planned activities. There may be occasions when you can plan specific activities to provide survival skills information to one or more of your students. Whether you involve all your students or not depends on their need for the information. Students should participate in the activity if the information is of use and interest to them.

One such planned activity is a **field trip.** If many of your students are interested in the career ladder concept in their own specialty area, you might schedule a field trip to a local business. Students could observe workers in different jobs and at different levels. They might interview a worker or supervisor to discover the possibilities of advancement in that particular business. They might ask what qualities are required for a worker to be considered for advancement.

You could also invite a **guest speaker** to address your students on a topic of common interest. If many of your students are concerned about handling personal finances, you could invite someone to speak on that topic. There are many outside experts who would be willing to speak to your class about their own area of expertise.

Finally, you could direct students in obtaining **information from outside sources.** For example, one or more students who have particular career interests could write to trade associations to obtain information about them.

Students might also contact community or government agencies for various kinds of information—job centers, for career and employment information; county extension agents, for nutrition and home management information; or consumer advocates, for tips on wise shopping. A student with exceptional needs might contact an agency serving those with special needs to determine what services are available.

Teach Specific Survival Skills

In addition to providing students with useful information, you can give them the opportunity to learn and practice specific survival skills. They can begin to master techniques to help them manage their own personal lives, plan for the future, progress in their careers, and relate successfully to others.

You can teach these survival skills in much the same way that you provide information. You might have materials in your resource center that give students information, structured practice, and simulation activities to help them develop a specific skill. You could depart briefly from your planned instruction to give students information or an opportunity to practice various skills, individually or in groups. On occasion, you might plan an activity designed to teach survival skills, for one or more students. Deciding what method to use is a matter of judgment, just as in providing information.

Set an Example

Finally, you can act as a role model by setting a good example of survival skill use for your students. You can demonstrate appropriate coping behavior in many of your actions from day to day. By being relaxed and as open as possible with your students, you will make it easier for them to see—in action—many of the skills you are teaching.

Serving as an example fits naturally with other teaching strategies you may use. For example, when you are dealing with a student individually, sharing problems that you face and how you solve them may have particular impact. This may provide an excellent opportunity to make the value of a support system explicit and real for a student. You can explain how you share and discuss perplexing problems with a particular friend, how activities help you relax and diversify your interests, and what things give you a sense of security.

In other circumstances, there may be a spontaneous opportunity for you to share your techniques for dealing with stress. Or, you may find an opportune time to demonstrate that you use the library or other sources of specialized information, such as the county extension agent.

Organized activities—such as a field trip, a guest speaker, or a simulation activity—may provide opportunities for demonstrating survival skills to which you can refer later. For example, questions you ask of a field trip guide, interaction with a guest speaker, and your participation in simulation activities may all demonstrate survival skills. At a later time, you can use these events as examples during class discussions.

Specific Strategies

Let's take a closer look at how you might carry out your role in relation to some of the specific survival skills we have discussed.

Home Management

Just about everyone, sooner or later, will have a "home" to manage, whether it is a house, an apartment, or just a room. An important part of home management is being able to manage personal finances—using bank accounts, setting up a budget, using credit wisely, shopping wisely, and so on.

As consumers, your students will buy a variety of products, from food and clothing to automobiles and appliances. You can help them learn **how to shop** for the best buys by using samples related to the vocational area.

For example, a printing instructor is probably responsible for ordering paper and ink. That instructor could give students copies of the price lists from various manufacturers of these products. Then students could compare the prices to find the best value. The instructor could then mention that they should also compare the prices of the products they buy.

This instructor might also bring to class samples of the various products listed on the price sheets. Perhaps he or she could get a ream of bond paper from each manufacturer and ask students to read the labels and examine the different papers. They might find that one manufacturer offered a very low price but that the product wasn't as good as the others. The instructor could help them relate this to their private lives by pointing out the differences in various brands of clothing or other items.

In addition, you probably receive promotional materials from the many distributors from whom you purchase supplies. These materials are a form of advertising that you could share with students. They could read the ads and look for key words and phrases, such as "high quality" and "low price," that are designed to make consumers want to buy. You could also ask them to read ads in magazines and local papers and look for the same type of wording.

Simple comparisons between buying products on the job and at home can help make students more aware of the need to be careful consumers. However, you may want to go a step further in helping students to improve their financial skills. Some of your students may not have had any experience in **budgeting** their money and paying expenses. They may need help in setting up their own budgets so that they can control their money and not spend their food money, for example, on movies.

To give them an idea of what is involved, you could show them how you develop a budget for your vocational-technical program. For example, if you are allotted a certain amount of money each year for supplies and materials, you could explain to students that you must carefully plan in order to buy what you need and make it last throughout the year. You might have your students actually assist you in developing the program budget. Such an activity would give them experience in deciding what to buy and how much to spend. As a result, they may be more prepared to deal with their own finances.

Other topics that might lend themselves to discussion or activities during your regular instruction include the following:

- **Banking**—Types of bank accounts, procedures for setting them up, how to write a check, and how to balance a checkbook
- **Credit**—What it means to have a charge account or credit card, how to get one, and how to manage it; what an installment loan is, and how to figure interest; and so on
- **Balancing home and work responsibilities**—Finding time for both, arranging for child care, sharing responsibilities in a two-career family, and so on

Personal Management

Time and stress are factors in most every person's life. Being able to manage them makes life a lot easier. Learning how to manage time can enable students to get more done in a day, have more time for leisure activities, and perhaps avoid the feeling that life is a "rat race." Understanding stress and being able to deal with it can help students keep problems in perspective. This in turn can help them to be better workers and happier individuals.

Time management. You can help your students manage their time wisely by teaching them to use the following process:

1. **Define the task**—In order to know how long a task might take, you need to know just what it consists of. What are the steps involved in the task? Can more than one task be done at a time? How long will each take?
2. **Assess your capacity to perform the task**—Determine whether you are skilled at performing the task. Do you lack any skills necessary for the task? How quickly can you realistically expect to perform the task?
3. **Set priorities among tasks**—Whether dealing with a single task with many subparts, or many different tasks, set priorities for completion. Ask yourself which tasks are the most important, which have the earliest due dates, and which must be completed before others can be undertaken. Setting priorities allows you to work on first things first.
4. **Set up a schedule**—Once you know how long it will probably take to complete each task, and the order in which the tasks should be done, set up a schedule of tasks. Schedule the most pressing task first, with an appropriate amount of time allowed. Subsequent tasks can then be listed in order of importance, with the amount of time required for each. Setting up and following a schedule—having the reward of seeing that the work is progressing on schedule or, perhaps, ahead of schedule—often helps to motivate you to complete work.

Students can practice using these time management techniques in your laboratory. For example, the next time you assign group or individual projects to your students, they could apply these techniques as part of their planning. They could go through the four steps to determine how long it will take to complete their projects, the order in which tasks should be done, and so on.

Stress management. Stress and its symptoms are recognized by many as a common cause of emotional and health problems. All of us may be subject to stress. At times, stress is good—it can get the adrenaline flowing and give us strength and concentration we usually don't have. Often, however, stress is bad. It can leave us anxious, frustrated, and physically drained. Thus, many of your students may benefit from learning to use simple techniques to reduce stress, as follows:

1. **Recognize that stress is present**—Sit down coolly and calmly and realize that you are suffering from stress. Sweaty palms, a racing pulse, rapid heartbeat, restlessness, anxiety, and plain old worry simply indicate that stress is operating.

2. **Recognize the causes of stress**—These may vary widely from person to person. Physical factors—heat, intense light, lack of air movement, noise, or general discomfort—can cause stress in many people.

   Interaction with other people can often cause stress. Walking into the supervisor's office may give you butterflies in the stomach. Even if your feelings are positive about another person, you may experience stress during interaction. For example, you may like and respect your teacher but still feel apprehensive when talking to him or her because you are very anxious to please him/her.

   Stress can also occur as a response to uncertainty and pressure. If you feel that you are under undue pressure—from yourself or others—to perform well in the occupational program, you may experience stress. If you feel that your future is uncertain (will you be able to find a job after training?), you may feel the stress. There can be as many causes of stress as there are people to experience stress.

3. **Take action to relieve the effects of stress**—Perhaps the things that cause stress can be changed or eliminated—excessive noise reduced, air temperature made more comfortable, pressure or uncertainty reduced. Whatever causes stress in your life should be examined.

4. **Use relaxation exercises to help reduce the effects of stress**—One such exercise consists of the following steps:

   - Sit on the edge of a hard chair, with your legs eight to ten inches apart and your lower legs perpendicular to the floor.
   - Sit up very straight, making your whole body rigid. Then, collapse your whole body like a rag doll. Let your head droop, your back bend way forward, and your hands rest on your knees.
   - Concentrate on one part of your body—your left arm, for example—telling yourself that it feels very heavy. Keep repeating this to yourself until you can feel the heaviness in that limb.
   - Return to the upright sitting position. Close your eyes. Clench and flex all of the muscles in your "heavy" left arm. Take a deep breath, open your eyes, exhale, and relax.
   - Repeat this exercise several times in a row. After a few repetitions, repeat the process with a different limb—the right arm, for example. Do the entire exercise several times a day, whenever you feel that you are tense and need to relax.

Other personal management topics that might be explored in the context of your program include the following:

- **Personal hygiene**—How it affects interpersonal relations, employability, and success on the job; what is typically expected in the way of personal hygiene
- **Nutrition**—How nutrition can affect physical health, appearance, general outlook or attitude, and success in school or on the job; what the basics are for a healthy diet

Decision Making

Making good decisions is a skill that everyone needs. The process of decision making includes several steps. You can teach students these steps and give them practice in applying the steps in situations that arise in the classroom or lab. By encouraging students to think critically about situations and apply their own values to them, you can help them to gain skill in making decisions that fit both the situation and their values.[1]

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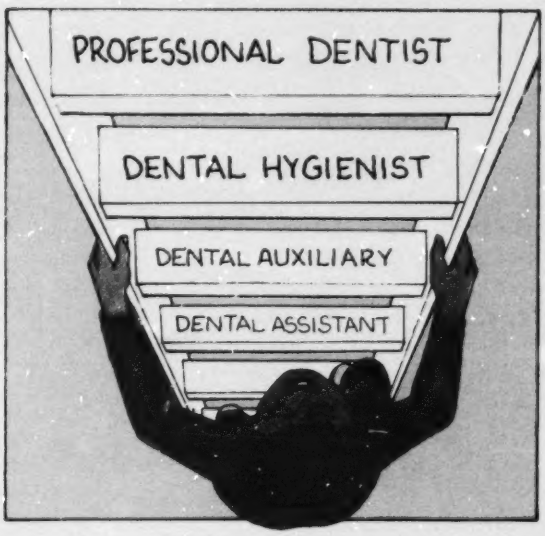
1 To gain skill in helping students to develop decision-making skills, you may wish to refer to Module C-8, *Direct Students in Applying Problem-Solving Techniques*.

Values clarification. The purpose of involving people in values clarification activities is, ultimately, to help them build their own value systems. The intent is not to impose any particular set of values, but rather to have people apply critical thinking to the beliefs and behavior patterns they have already formed and are still developing.

The first step in this process is to help students become aware of the beliefs and behaviors they value now and would be willing to support in a discussion. Students can be encouraged to consider alternative ways of thinking and acting, to weigh pros and cons, and to determine the consequences of various alternatives. They can also be asked to consider whether their **actions** match their beliefs and, if they don't, how they can bring the two closer together.

You can give students practice in clarifying their values by providing hypothetical situations for them to react to. There are many good references available containing such situations and other values clarification activities. You might also develop such materials yourself.

For example, you can present questions that require students to make occupational choices that reflect their values, such as, "Would you rather have a high-pressure job that pays well or a low-pressure job that pays less well?" To answer this question, students need to think about which they value more—peace of mind or a large salary.



You might also help students to clarify their values in situations that arise in your classroom or lab. For example, a student might ask whether it would be better to find a job immediately after completing your program or to go on for advanced training. Your reply to such a question could be put in a way that encourages the student to think about his/her values. Getting a job right away would provide immediate income, while further training would probably bring higher wages and opportunity for advancement in the long run. Which does this student value more?

Goal setting. Making good decisions usually requires the ability to set goals. Like decision making, goal setting is a process that involves several steps. Again, you can help students understand these steps, either by working with students yourself or by referring them to materials in your resource center. You can also give them the opportunity to practice goal setting, using situations that arise in the course of your instruction.

For example, if yours is a competency-based program, you might have students set their own goals for the levels of competency they will work to achieve within a given time period. Or you might work with them on setting their career goals and planning how they will go about achieving them. Gaining practice in setting goals while in school will make your students better able to set personal and professional goals after they leave your program.

Interpersonal Skills

To a certain extent, interpersonal skills are very necessary to survival. Except for the most isolated hermit, everyone must at some time interact with others to secure basic needs. We may need to ask the butcher for four pork chops. We may need to explain to a police officer that our car has been stolen. How we relate to others may determine whether our needs are met. Mere survival is not enough for many people, however. Well-developed interpersonal skills can make day-to-day survival far more pleasant.

The interpersonal skills your students may need to develop include personal relations, assertiveness, coping with insensitivity, and use of support systems.

Personal relations. Skill in personal relations is vital for getting along with co-workers, supervisors, customers or clients, and personal friends. Many opportunities for helping students to develop such skills are likely to arise in your program. Group projects, class discussions, committee meetings, and just the daily interaction in a busy lab all call for skill in personal relations. As you help to make these situations run smoothly, you can also help students develop their own interpersonal skills.

In addition, you could encourage students to participate in the activities of the vocational student organization. As members or officers, students will find many opportunities to use and, if necessary, improve their personal relations skills as they interact with peers and others in the activities of the organization.

Assertiveness. Some of your students may benefit from becoming more assertive. Not being able to assert themselves (for example, not being able to say, "Please don't do that—it really bothers me") can prevent these students from developing satisfactory relationships with others in your program and in the world of work. Students need to understand that being assertive does not mean being aggressive or bossy. Rather, it means telling others—firmly, quietly, and matter-of-factly—how you honestly feel, while also respecting their rights and feelings.

Some of your students may be less assertive than they should be because they have a low sense of self-esteem. This may be particularly true of some students with exceptional needs who may have experienced much negative feedback from others. They may have been told by word and deed that they were odd or different or less intelligent.

You can help these students become more assertive by making them aware of the following techniques:

1. **React, whenever possible, with behavior instead of words. Don't just tell others around you what you would like to do—do it.**
2. **Talk directly to other people whose actions cause you difficulty or inconvenience. For example, if another student leaves tools scattered all around your work area, don't steam quietly and pick them up yourself. Instead, talk to the student who left them there. Tell the student that the tools are in your way, and ask him/her to pick them up and put them where they belong.**
3. **Talk about yourself realistically but positively. Don't say demeaning things about yourself that invite people to take advantage of you or to ignore your feelings when you express them.**
4. **Say no when appropriate and don't feel guilty about it. Don't let others pressure you into doing things you don't want to do just because they want you to.**

Coping with insensitivity. Your students may need skill in responding appropriately to insensitive people and situations. Racial slurs, sexist or ethnic jokes, cruel remarks about a physical handicap, or just plain meanness and thoughtlessness can make students very uncomfortable. Students could react by withdrawing or by becoming frustrated or angry. Neither reaction, of course, would help the student to cope with the situation constructively.

You can help students learn to respond appropriately to such insensitivity—to stay in control of the situation and their own reactions to it. You can assist students in learning the following techniques, which can help them maintain control in such situations. These techniques can be practiced in role-playing situations.

1. **Look for early signs of an insensitive situation**—Words or actions on the part of a group or individual may alert you to the possibility of harassment, prejudicial behavior, or stereotypical remarks. If you can spot early signs of insensitivity, you can be on the alert to guard against an emotional reaction on your part.
2. **Be aware of your own emotional reactions to what goes on**—Recognize your emotions—anger, hurt, resentment—as you experience them so that you can choose a constructive reaction.
3. **Count to ten before reacting**—Giving yourself this small breathing space can help you avoid overly emotional responses to what is happening.
4. **Choose an appropriate, constructive reaction**—You could just walk away, thereby avoiding the issue. Or you could, with quiet dignity, confront the people involved, telling them frankly that they are being insensitive toward you and explaining how it makes you feel.

You may also encourage some students to take part in assertiveness training programs if you are unable to help them yourself. Perhaps the counselor in your school or college could provide this kind of training or refer students to trained professionals who could provide it. There are also published materials available that teach various assertiveness techniques; perhaps you could include one or two of these in your resource center.

Use of support systems. Maintaining self-confidence and a positive attitude and overcoming difficulties take effort. Taking advantage of a support system can help to soften and smooth the effects of frustrations and disappointments encountered in daily living. A support system consists of elements in one's life that provide encouragement, feedback, or appreciation and that feed inner resources. Support systems include people, organizations, resources, activities, and an individual's own personal feelings and attitudes.

The **people** in a person's support system are usually family, friends, and others, such as clergy, who function in a supportive role. Some are individuals who comfort and understand. Others challenge and stretch, helping the person to expand his or her sense of identity. They are people in whom the person confides and has trust.

The **organizations** in a person's support system are employers, religious groups, clubs, and groups formed specifically for mutual support with which the person feels a sense of belonging, membership, or affiliation. Organizations provide opportunities for interaction and participation with other people. It is this interaction that often adds spice to life, provides a sense of purpose, and helps the person find others with similar interests. A job may be a very important part of a support system, when satisfaction and pride come from the job and related activities.

The **resources** in a person's support system are things that give the person a feeling of security. For some, this may be a house, a car, a bank account, or a rich uncle. For others, it may be a motorized wheelchair, a guide dog, or skill in lipreading. For still others, it may be a solid basis of skills and knowledge from which to operate. When your students successfully complete the vocational-technical program, the skills and knowledge they have gained will be a resource on which they can draw or build at any time.

Support system **activities** are the hobbies, music, reading, sports interests, and so on that provide pleasure and escape. They are the things that diversify one's thinking and provide insight, perspective, and balance in thought and action.

A person's **feelings** and **attitudes** are also an important part of his/her support system. Confidence and optimism with regard to oneself is a key element. Empathy for others, a sense of humor, and flexibility may be important elements. Religious faith or other sources of meaning and purpose in life are vital sources of support for some.

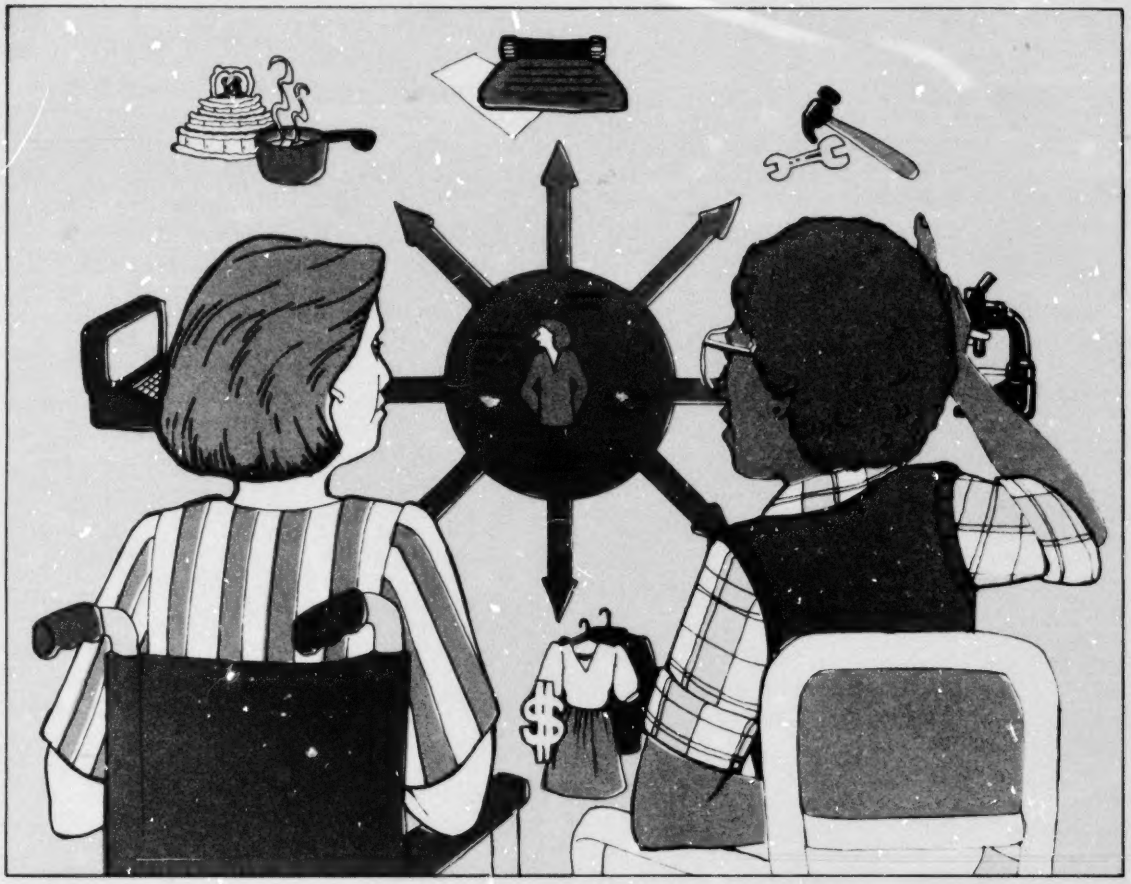
You can help students learn to use outside resources to develop support systems. For example, you can provide information about such resources and the help they can provide. You can encourage students to consider getting support from others as a normal and necessary activity, not as a sign of weakness. It is almost certain that each student has a part of a support system already in place. You can assist students in identifying the existing elements in their own support systems and the ways in which they draw on them for support.

For example, a young woman may realize, with your help, that she has a caring teacher who challenges her intellectually. A neighbor may be the person in her life in whom she can confide and discuss problems, hopes, and dreams. If she is pursuing a program nontraditional for her sex, she may come to recognize that joining a support group—whose members are students with similar interests—can be very helpful.

Similarly, some students may be helped to realize that a car is more than a pleasure vehicle for them. Its monetary value, its importance in providing transportation to a job, and the pleasure they get from maintaining it may make that car an essential resource in their support systems.

And for some students, the pleasure they gain from school activities—sports, music, student government, clubs—may be seen in a new light, as growing parts of a support system.

If you help your students to become more conscious of—and develop—their support systems, they will have a ready source of praise, comfort, advice, honest feedback, recognition, and other sustaining forces. With a broad base of support, they may be less affected by the good or ill that comes from any single aspect of life. Difficulties may arise, but the valleys or voids, whatever their source, can be smoothed with a well-developed support system.



Employment and Career Information

The ultimate vocational goal of your students is probably to obtain suitable employment. Before they can do so, they need to be able to identify, understand, and use sources of career information. They need to be able to find and get a job they want and to keep that job. Later on, they may need to be able to change jobs or to advance in their careers.

Career information. You can help your students prepare for employment by discussing career information in class. For example, you can talk about the kinds of jobs available in your occupational area and what is expected of workers. Also, you can make available to them pertinent literature that describes different occupations or how to apply for a job. You can post newspaper or magazine articles that deal with working in your occupational area.

If time permits, you can show films, give slide/tape presentations, or invite guest speakers from the local business industry community to talk about job requirements. In addition, you could schedule field trips to area companies so that students can see workers actually performing on the job. Your students may also benefit from activities in which they practice filling out job application forms, writing résumés, and interviewing for jobs.[2]

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2. To gain skill in helping students to improve their career planning and job-seeking skills, you may wish to refer to Module F-4, *Provide Information on Educational and Career Opportunities*; F-5, *Assist Students in Applying for Employment or Further Education*; L-11, *Assist Exceptional Students in Developing Career Planning Skills*, or L-12, *Prepare Exceptional Students for Employability*.

Rights and responsibilities. Your students are the workers of tomorrow. In order for them to succeed in the labor market, they need to be aware of their legal rights **and** responsibilities on the job. For example, they should know that it is illegal to discriminate against them on the basis of race, religion, age, handicap, or sex. If they feel that they are the object of **discrimination,** they need to know that they may file charges against the employer with the federal Equal Employment Opportunity Commission or other state and federal agencies.

Also, they should know that employees must be paid at least the **federal minimum wage** in return for acceptable work. They should also understand their right to form employee organizations to bargain with management for higher wages, better working conditions, and so on.

Students also should be aware that **company policies** give them certain rights, responsibilities, and benefits as employees of that company. Most organizations have an employee manual or other documents that explain such matters as insurance and retirement benefits, sick leave and vacation time, requirements for promotion and pay increases, and disability compensation. Your students should be aware of this source of information concerning company policy so that, as employees, they can take advantage of it.

Employee rights are an important issue—one that students need to be informed about. But it is important not to emphasize rights without balancing that information with corresponding information on employee responsibilities.

It is, of course, true that some students' survival skills do not include knowledge about their rights as employees. However, if only rights are presented, they may get an imbalanced view of the world of work. They may forfeit their rights if they neglect their responsibilities: adhering to company policies, coming to work on schedule, completing work assignments on time and according to directions, and so on.

In addition, workers have the responsibility to perform their jobs safely so as not to injure themselves or others or damage company property. Downtime caused by carelessness can cost a company a great deal of money and affect its ability to pay workers and stay in business. As workers, your students will need to be aware of the importance of good safety practices.

Good safety habits are always a concern in the vocational-technical lab. You undoubtedly teach your students safety practices appropriate to your own service area, with its particular equipment, tools, and procedures. You should ensure that your students understand that the need for good safety habits also extends to the world of work.

Sexual harassment. Some of your students may need to be prepared to cope with sexual harassment. Sexual harassment is unsolicited, unwanted, and unreturned attention to sexual matters—off-color jokes and language, requests for sexual contact, or attempts at sexual contact. Although women are the most frequent victims of sexual harassment, men can be victims as well. Wrong though such harassment may be, refusal to submit to it sometimes has drastic results for the victim, from verbal abuse to loss of the job.

You can help prepare students to cope with sexual harassment by teaching them the following steps:

1. **Be firm in refusing any advances**—Let the harasser know, in no uncertain terms, how you feel about such attention. Do not inflame the situation by yelling at or threatening or insulting the harasser. State your refusal as calmly and clearly as possible.
2. **Speak with co-workers**—Others may have had the same problem with the same person. Do not conceal what has occurred—remember that you are not the guilty person.
3. **Report the problem to appropriate administrative or supervisory personnel or to your union**—You might make your report in person and then follow it up with a memo, restating your concern as you reported it.
4. **Keep your own record of what you have experienced**—Note what the harasser did and said, the date, and the circumstances.
5. **Look for outside help if necessary**—Your state human rights commission of the federal Equal Employment Opportunity Commission may be of assistance to you. If you need to pursue the issue, you may want to contact an attorney.

Ability to Transfer Skills

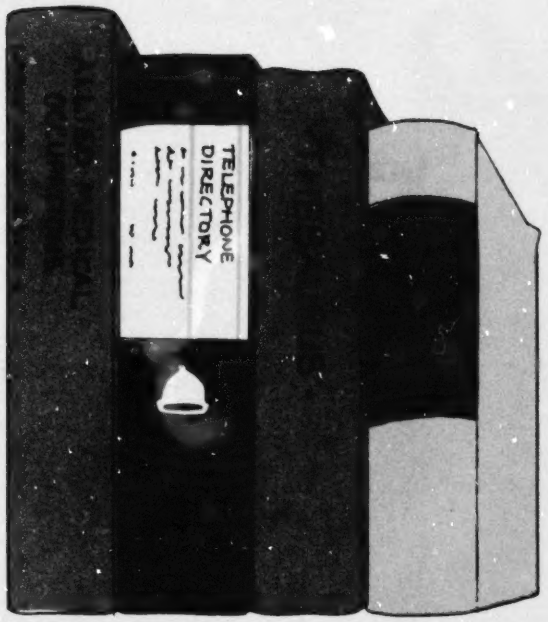
There is one final skill that can help your students to function successfully in their multiple life roles. The ability to transfer skills from one area of life to another can be a very important survival skill. It can help students to use all their resources to cope with the situations, people, and changes they encounter in independent daily living.

You could, first of all, point out to your students the relationship between career skills and their personal lives. They may not realize, for example, that they can use the same techniques to manage their time or to manage stress, whether on the job or at home. Other skills (e.g., personal planning, interpersonal relations, or personal finance) also apply equally well in either situation.

It would be quite simple for you to show students how specific **technical skills** taught in your own occupational area can apply to their personal lives. For example, if you teach budgeting, you could explain how your students can use the same budgeting techniques to set up personal budgets. And as you teach safety practices as part of your curriculum, you can show how those practices carry over to other areas of life—the world of work, the home, recreation, driving, and so on.

Likewise, you could point out that **personal skills** students already possess may well apply to their professional roles. For example, if you have a displaced homemaker in your program, you could help her see that she has numerous skills that will be occupational assets. She may have skill and experience in chauffeuring, cooking, scheduling, family budgeting, cleaning and maintenance, home repair, first aid, child care, adolescent counseling, or tutoring—any of the thousand and one things that homemakers traditionally do for the family and home.

Knowing that they have their own repertoire of interrelated skills can help students in a variety of ways. It can help them manage stress and time more effectively. It can improve a low sense of self-esteem. And the increased confidence that this knowledge brings can help them to cope with the changes that are an inevitable part of independent daily living—changes in roles and responsibilities, in the circumstances around them, or in their own plans for the future.



Reference books. One specific transferable skill that your students may already have is ability to use reference books. You probably already teach your students how to use occupationally related reference materials—operating manuals, troubleshooting guides, parts lists, or dictionaries of occupational terminology. Skill in using these materials can be transferred to students' personal lives, as well.

As the opportunity arises, you can demonstrate to your students how they can use the same skills to locate other kinds of information. For example, finding information listed in an alphabetical arrangement is basically the same whether the resource is an index, a dictionary, or a telephone book. Finding information according to general categories or functions applies not only to the table of contents or a cookbook but to a troubleshooting manual as well. Locating information on a schematic diagram is much like reading a road map.

Whatever reference skills students might use in your own program, you should ensure that they know how to apply those skills to locate information for their own purposes.

There are many popular books available on survival skills. You may wish to read all or part of one or more of the following supplementary references, each of which deals with a specific survival skill:

- Lakein, *How to Get Control of Your Time and Your Life*—Chapters 1 and 2 describe in general terms what time management is and how it helps people gain control. The remaining chapters deal with specific strategies for managing time.
- Alberti and Emmons, *Stand Up, Speak Out, Talk Back!*—This book deals with assertiveness. Section 1 defines assertiveness, helps you to determine whether you are assertive, and demonstrates what assertiveness can do for you. Section 2 presents a training program to develop your own assertiveness. Section 3 describes how you can help others to become assertive.
- Woolfolk and Richardson, *Stress, Sanity, and Survival*—This is a general treatment of stress and how to cope with it. Part 1 introduces stress and associated phenomena—physical disorders, anger, and anxiety. Part 2 presents specific coping strategies for resolving conflicts, relaxing, meditating, and so on.
- Simon et al., *Values Clarification*—This book presents a very good treatment of values clarification—what it is, what it can accomplish, and how to go about it. Part 1 describes the values clarification approach and tells how to use the remainder of the book. Part 2 presents specific strategies to use in values clarification activities. You may find it helpful to read Part 1 for a basic foundation and then look through Part 2 for specific strategies to use or adapt for use in your own classroom or lab.
- Ellis and Harper, *A New Guide to Rational Living*—Although somewhat technical in tone, this book examines how, through self-evaluation, we can discover irrational ideas that underlie our actions and our reactions to situations and other people. Chapters 1 through 4 describe the author's view of how feelings are created and how they work.

The following case studies describe how three vocational teachers assisted students in improving their survival skills. Read each of the case studies and **critique in writing** the performance of the teachers described. Specifically, you should explain (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have assisted students in improving their survival skills.

CASE STUDIES

Case Study 1:

Mr. Wells headed right for the resource center on the way into his room. The previous night, he had found an excellent article in the newspaper on choosing an apartment. He had also recently received a brochure on employee rights from the state employment service. As he was shelving these two documents in the resource center, he noticed that the videotape on safety had been returned. He made a mental note to tell Steve McGuire that he could see the tape now.

He tidied up the resource center a bit—he wanted everything in order because a guest speaker was coming to class that afternoon. His speaker, Ms. Leland, was head of training for a large local department store. Her topic was to be the importance of interpersonal skills in retail sales, a topic of interest to all the students in his marketing and distributive education program. Mr. Wells had been mentally preparing a few anecdotes on the subject from his own personal experience.

Before the students arrived, Mr. Wells glanced at his lesson plan. The lesson was part of a unit on budget planning. Later that morning, he was wrapping up his review of the lesson, when there was a question from Tony Ganobcik.

"Mr. Wells, I'm going to get my own apartment at the end of this term. Can I plan my own personal budget the same way you're showing us today?"

"Sometimes, yes, that's possible," said Mr. Wells. "Good question, Tony. Now, any questions about tomorrow's assignment before our speaker arrives?"

Case Study 2:

Eva Mae Brooks was conducting her home economics class. She had just finished demonstrating to students how to make a double seam. As she reviewed the techniques, she asked a question of Jane Hutchins.

"Jane, what does it tell you when you see double seams on clothes when you're shopping?"

Jane looked perplexed and answered hesitantly. "It . . . uh . . . means that the clothes . . . er . . . are good."

"That's right, so you should look for them when you shop. You will get better clothes if you do."

Now, the PA system was crackling and spluttering to life. A student's voice read an announcement.

"The guest speaker for this afternoon's assembly has been delayed. Therefore, the assembly will be postponed from 1:00 to 2:00. Thank you!"

Ms. Brooks shot an annoyed look at the speaker above the chalkboard. Shuffling the papers on her desk, she muttered to herself, "Well, that's one assembly they can have without me! I've got better things to do at 2:00!" She looked up when she heard Jane's voice.

"What else should I look out for when I shop for clothes, Ms. Brooks?"

"Well . . . go get the pamphlets on the top shelf of the resource center, would you, Jane? That's the one—'Quality as You Shop.' Pass them around to anyone who wants to see one, would you?"

Case Study 3:

Ms. Bellaire is a vocational teacher at a local comprehensive high school. One of her students, Harold Nyman, is an adult enrolled in the retraining program. Harold stopped by Ms. Bellaire's office one day after class to chat.

"Busy, Ms. Bellaire?"

"No, Harold, come on in," she replied. "What's up?"

"My blood pressure, most of all. I feel really nervous about the test tomorrow. The reason I'm so scared is that I've been working extra hours all week, so I haven't had much of a chance to study. I hate to let that slip, but my family has got to eat. And, you know, the worst thing about it is that I haven't got anybody to talk to. No one else in the class has to cope with these problems."

Ms. Bellaire pondered Harold's remarks for a minute. "Well, it looks like you could use some help in a couple of different areas. Maybe there are ways that you could manage your time a little better. And, it sounds to me like you could benefit from a support system—people you can talk to who have the same kinds of problems that you do."

Ms. Bellaire went to her resource center and got a book and a magazine article on time management for Harold to read. She told him there was more material in the resource center when he finished those. Then, she talked to Harold for a while about using a support system.

First, she asked if he had a close friend or relative with whom he felt comfortable talking. When Harold answered that he was very close to one cousin, she suggested that he might get together with the cousin to talk about what was troubling him. In addition, she looked in her file and gave Harold the name of a local group of working parents he could contact.

She also pointed out to Harold that his own values and attitudes—his belief in his own success and determination—were a part of his support system. As the clock ticked away, Harold and Ms. Bellaire continued their discussion of his problems and what he might do about them.

NOTES

Compare your written critiques of the teachers' performance with the model critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

Case Study 1:

Mr. Wells was apparently doing a good job of providing information on survival skills to his students. His two new resources appeared to be of potential interest to students, and the videotape on safety was an excellent idea. At least one of his resources (the brochure on employee rights) was from a reliable source—the state employment service could be expected to provide up-to-date information on the subject. His resource center seemed to be fulfilling its purpose.

Another strength was his use of a guest speaker. As head of training, Ms. Leland should have been able to speak with authority on her topic. As a representative of an apparently successful company, her views would likely seem reliable to his students.

Mr. Wells's idea of sharing anecdotes concerning his own experiences was probably also a good one. Students could hear, from someone they know and trust, what kinds of things might happen in the world of work and how to handle them.

Mr. Wells did show one weakness, however. He failed to teach a specific survival technique when the opportunity presented itself. When Tony asked his question about planning a personal budget, this would have been the perfect time for Mr. Wells to depart briefly from his planned lesson to help students understand the transferability of this vocational skill to students' personal lives. (If there wasn't time before the guest speaker arrived, he could have made known his intention to return to the subject at the next class session.)

Mr. Wells should have used this "teachable moment" to help students see that the skills they were learning in the classroom also applied to other parts of their lives. This could have been of benefit to all his students.

He should, first of all, have told students that they could plan a personal budget using the method he was teaching. He might have allowed students to plan a personal budget as a practice exercise. He might have referred Tony and other interested students to materials in his resource center. He might even have shared with students his own personal budget plan, thus reinforcing the transferability of that skill.

Case Study 2:

Several things are in Ms. Brooks favor in judging her performance. First, she used a question to great advantage to point out to students the transferability of the information she was giving them. She created an opportunity to teach students that double seams are a sign of quality, applicable in their lives as consumers.

She then continued the brief departure by providing information to Jane and other students. In sending Jane to the resource center for pamphlets, she gave students the opportunity to learn additional information on the topic. By doing so, she demonstrated a concerned and responsive attitude toward the needs of her students.

Her major weakness, however, is that she set a very poor example by reacting inappropriately when the assembly change was announced. Her reaction would not help students to understand that **change** is an inevitable part of life. What she demonstrated to her students was an extreme reaction to an insignificant change—just the kind of reaction she is supposed to be helping students to avoid.

Ms. Brooks should have set a better example of survival skills for her students. She should have kept her feelings about the time change to herself. She might have taken the opportunity to display an accepting attitude toward this change, helping her students to accommodate it.

All in all, however, Ms. Brooks has the potential to assist her students in developing their survival skills. She did a good job of providing pertinent information. She pointed out the transferability of occupational knowledge to students' personal lives. But she must first improve her own survival skills before she can demonstrate appropriate behaviors to her students.

Case Study 3:

Overall, Ms. Bellaire did very well as she began to assist Harold in developing his survival skills. She responded to the situation as it developed and treated Harold's concerns as being important and worthy of consideration.

Her greatest strength was in her treatment of support systems. She helped Harold to identify a confidant—someone he was close to and with whom he could talk. She recommended a peer group with which Harold could feel a sense of belonging and discover other resources. Finally, she apparently involved Harold in a long discussion on his own values and attitudes, helping him to understand the importance of drawing on his own inner resources.

Ms. Bellaire also identified a possible means of reducing the pressure Harold was feeling—time management. She recognized Harold's problem of too little time and provided him with some information on managing his time better. There may be other things she could have done, but at least she made a beginning.

One small item Ms. Bellaire missed, however, was the importance of activities—hobbies, interests, sports, and so on. She could have helped Harold understand how setting aside time for these activities could help him find pleasure and escape, possibly reducing the strain he was feeling.

Ms. Bellaire's major omission was that she failed to specifically identify stress, per se, as part of the problem. Although some of her suggestions should alleviate some of the stress, she should have made an effort to help Harold deal **directly** with this stress.

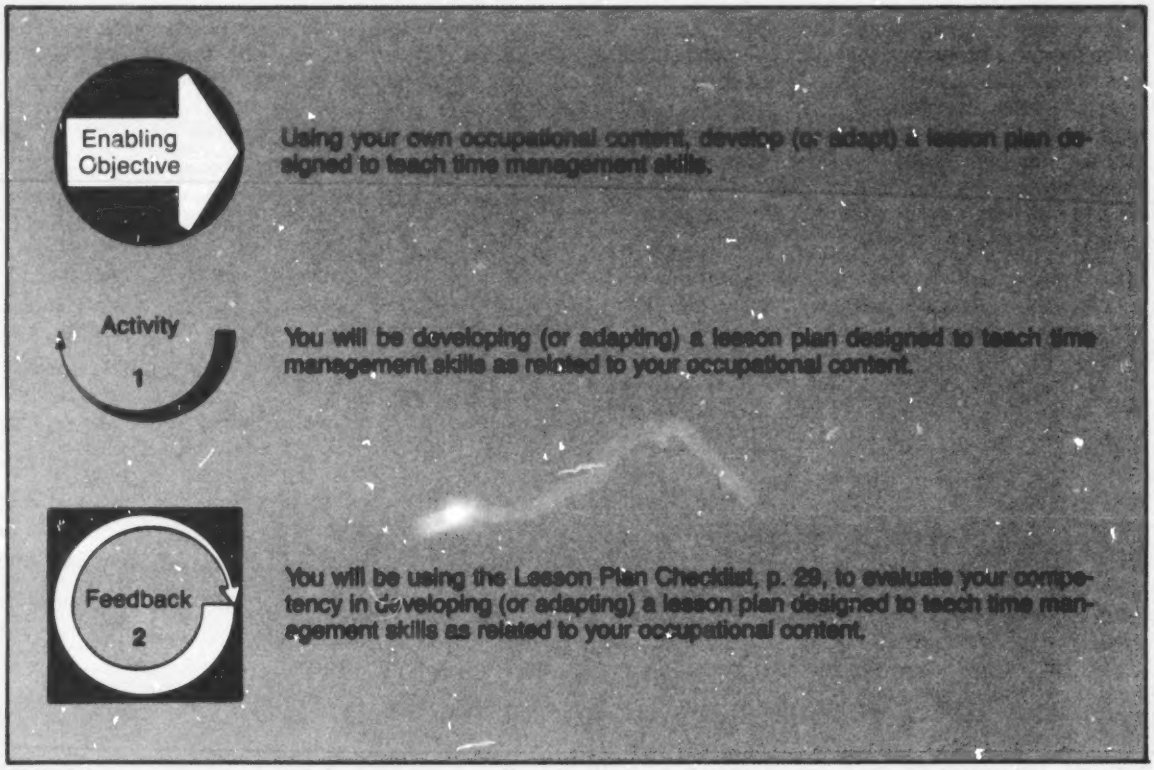
For example, she might have helped him to recognize the causes of his stress. She could have shown him an exercise to help him relax and reduce the effects of stress. She might have told him about some of the ways in which she deals with the stress in her own life. She could have pointed out to Harold that just talking to someone about his problems could help him to relax.

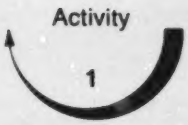
All in all, Ms. Bellaire helped Harold to use **some** of his resources and to develop the beginnings of an overall program to deal with his problems. Hence, it is all the more surprising that she failed to see **all** the possible resources Harold had at his disposal—including resources that might help him directly to reduce the stress he was feeling.

Level of Performance: Your written critiques of the teachers' performance should have covered the same **major** points as the model critiques. If you missed some points or have questions about any additional points you made, review the material in the information sheet. Survival: A Basic Skill, pp. 6–19, or check with your resource person if necessary.

Learning Experience II

OVERVIEW


Enabling Objective
Using your own occupational content, develop (or adapt) a lesson plan designed to teach time management skills.
Activity 1
You will be developing (or adapting) a lesson plan designed to teach time management skills as related to your occupational content.
Feedback 2
You will be using the Lesson Plan Checklist, p. 29, to evaluate your competency in developing (or adapting) a lesson plan designed to teach time management skills as related to your occupational content.



Assume that you have determined that a large number of students in your class are having difficulty managing their time effectively. Identify a unit or lesson, which is part of the usual occupational curriculum that you are or will be teaching, that would lend itself to the teaching of time management skills. Then, develop (or adapt) a lesson plan that covers time management skills as related to your occupational content.

After you have developed (or adapted) your lesson plan, use the Lesson Plan Checklist, p. 29, to evaluate your work.

LESSON PLAN CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

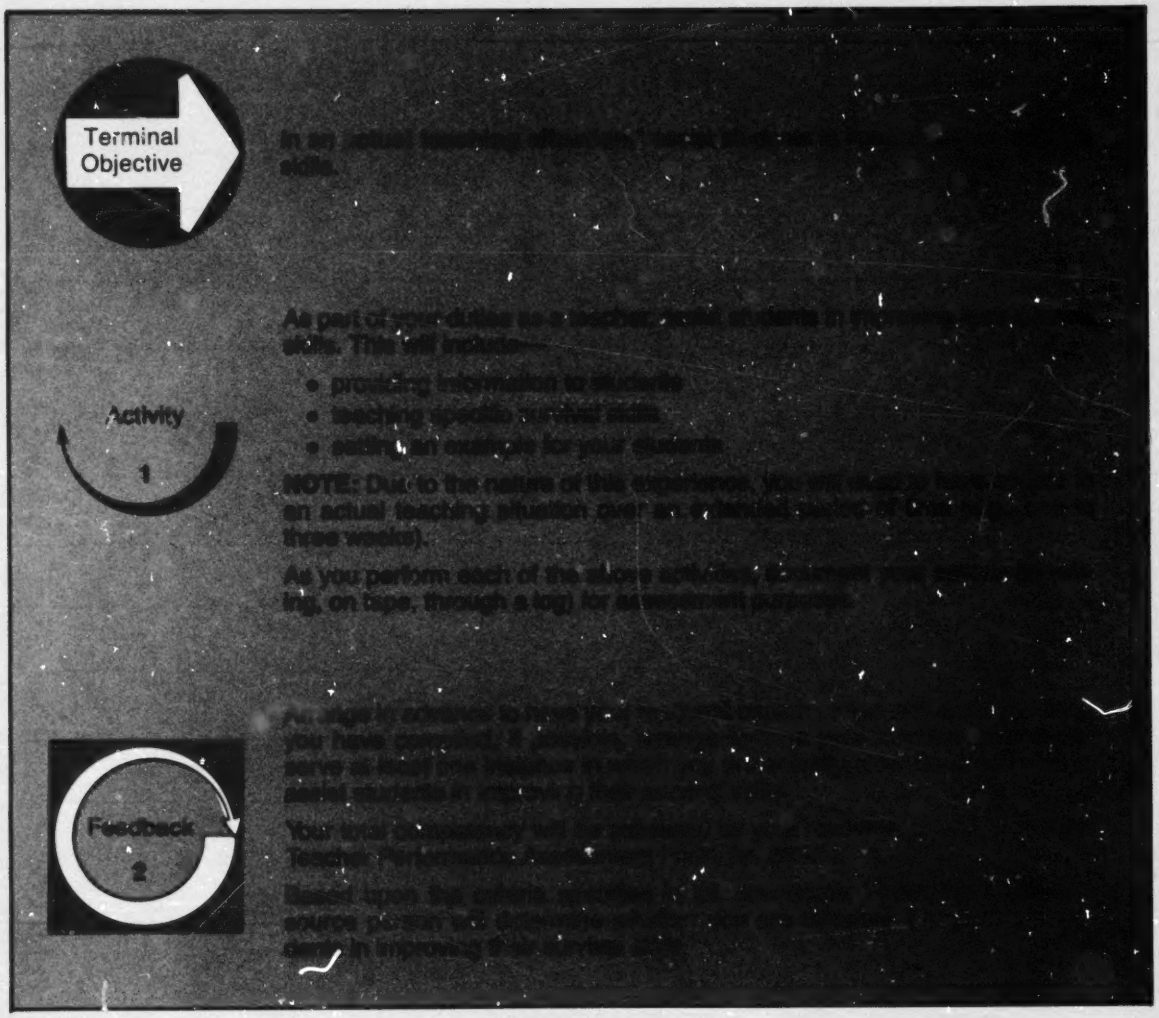
	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
1. The overall plan meets the criteria for a well-developed and complete lesson plan	☐	☐	☐	
2. The lesson content lends itself to coverage of time management skills (i.e., there is a clear, natural relationship)	☐	☐	☐	
3. The plan includes methods such as the following for providing students with information about time management skills:				
a. providing them with up-to-date, accurate resource materials during the lesson	☐	☐	☐	
b. referring them to additional materials located in a resource center	☐	☐	☐	
c. consulting reliable sources	☐	☐	☐	
4. The plan includes provisions for teaching the specific steps involved in time management, including:				
a. defining the task	☐	☐	☐	
b. assessing your capacity to perform the task	☐	☐	☐	
c. setting priorities among tasks	☐	☐	☐	
d. setting up a schedule	☐	☐	☐	
5. The plan includes opportunities for students to practice time management skills in the classroom or lab (e.g., as part of group project work)	☐	☐	☐	
6. The plan includes one or more of the following strategies for providing instruction through teacher role-modeling:				
a. demonstrating appropriate management of your own time	☐	☐	☐	
b. sharing personal experiences—your successes and failures in managing your time	☐	☐	☐	
7. The activities in the plan are designed to help students understand how time management skills can help them in life—both personally and occupationally	☐	☐	☐	

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Survival: A Basic Skill, pp. 6–19, or check with your resource person if necessary.

NOTES

Learning Experience III

FINAL EXPERIENCE



*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Assist Students in Improving Their Survival Skills (M-6)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishments by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
In providing information, the teacher:	N/A	None	Poor	Fair	Good	Excellent
1. included information on the following survival skills:						
a. home management	☐	☐	☐	☐		
b. personal management	☐	☐	☐	☐		
c. decision making	☐	☐	☐	☐		
d. interpersonal skills	☐	☐	☐	☐		
e. use of employment and career information	☐	☐	☐	☐		
f. ability to transfer skills	☐	☐	☐	☐		
2. included information from a variety of reliable sources both inside and outside the school	☐	☐	☐	☐		
3. included information students could use in their personal lives or in the world of work	☐	☐	☐	☐		
4. ensured that all information was accurate and up to date	☐	☐	☐	☐		
5. established a resource center containing materials appropriate for student use	☐	☐	☐	☐		
6. regularly checked newspapers, periodicals, etc., for survival skills information to add to the resource center	☐	☐	☐	☐		
7. departed briefly from planned lessons, as appropriate, to provide information concerning survival skills	☐	☐	☐	☐		
8. referred students to the resource center for information based on individual needs	☐	☐	☐	☐		
9. planned activities, as appropriate, to provide students with information based on group needs	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
In teaching specific survival skills, the teacher:						
10. used examples related to the occupational area	☐	☐	☐	☐	☐	☐
11. taught specific steps to use in developing survival skills such as the following:						
a. time management	☐	☐	☐	☐	☐	☐
b. stress management	☐	☐	☐	☐	☐	☐
c. decision making	☐	☐	☐	☐	☐	☐
d. goal setting	☐	☐	☐	☐	☐	☐
e. assertiveness	☐	☐	☐	☐	☐	☐
f. coping with insensitivity	☐	☐	☐	☐	☐	☐
g. coping with sexual harassment	☐	☐	☐	☐	☐	☐
12. provided students with opportunities to apply the steps they were learning	☐	☐	☐	☐	☐	☐
13. assisted students in identifying and developing their own support systems	☐	☐	☐	☐	☐	☐
14. designed classroom and lab activities to help students develop skill in interpersonal relations	☐	☐	☐	☐	☐	☐
15. designed activities to help students clarify their values	☐	☐	☐	☐	☐	☐
16. ensured that students understood both the rights and responsibilities associated with employment	☐	☐	☐	☐	☐	☐
17. included techniques appropriate to students' home, career, and personal management needs	☐	☐	☐	☐	☐	☐
18. assisted students in transferring vocational skills to their personal lives	☐	☐	☐	☐	☐	☐
19. used a variety of appropriate instructional techniques and materials	☐	☐	☐	☐	☐	☐
In setting an example for the students, the teacher:						
20. served as a role model by demonstrating appropriate use of survival skills in the classroom and lab	☐	☐	☐	☐	☐	☐
21. shared personal experiences with students concerning his/her use of survival skills	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet in order to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback: An item that is not required but is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module.

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

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Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart
- C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

- G-1 Develop a School–Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up to Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal–Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

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